

Literacy Links

Volume V, Issue 7

February 2005

Coming Events:

- English I Follow Up
February 8, 2005
- Janet Allen Literacy
Leadership Institute
Follow Up
February 10, 2005
- New SAT Professional
Development
February 15, 2005
- Terri Lesesne
SCIRA Pre-Conference
Myrtle Beach
February 17, 2005
- SCIRA Conference
Myrtle Beach
February 18-19, 2005
- Ellin Keene
ELA Best Practice Seminar
February 23, 2005

For information about these programs, please refer to the articles in this issue of *Literacy Links*. This issue and past issues of *Literacy Links* can be found on the State Department's web page at www.myschools.com.

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Progress Continues on English 1 and English 2 Curriculum Resources

English 1 Curriculum Resource

Educators, who attended either of the initial sessions on the English 1 curriculum resource (June 7-8 or October 5-6), are invited back to Columbia for four additional days of professional development with Dr. Janet Allen. The remaining dates for these sessions are February 8, 2005, and April 5, 2005.

At the February session we will present a new module on journeys entitled *What a Trip! Making My Journey Matter*. The core text for this new module is *Huck Finn*, with *Finn: A Novel* as the contemporary young adult selection. The April session will also feature a new module to be included in the resource. At the end of this school year, the resource will have a total of eight modules that may be used in the English 1 curriculum.

These follow up days have a closed registration, open only to those who attended one of the two day sessions on the use of the English 1 curriculum resource.

Important Message About English 1 Curriculum Resource

It has come to the State Department of Education's attention that some of the districts/schools who are using the newly developed English 1 resource, *Framing Best Practice: English 1 Curriculum and Instruction*, would like to use it instead of the district-adopted literature book for English 1. As always, decisions about the content for all classes is a local decision. With that in mind, we created a resource that could be used to support and supplement cur-

rent instructional materials and methods. All of the instructional strategies highlighted in *Framing Best Practice* could be used with any materials, including adopted textbooks. In some cases, the resources used in *Framing Best Practice* may be more appropriate for some students. If that is the case, some or all of these resources could be added to the choices for teachers in any district.

Framing Best Practice is not mandatory. In fact, it was not intended to replace any district curriculum or district-adopted instructional materials, such as the literature textbook. The modules within the English 1 resource and the Young Adult texts that accompany them are intended for use by teachers who elect to use them in the manner that best meets the needs of their students within the framework of our state standards.

Should you have questions about this information, please contact Allison Norwood at anorwood@sde.state.sc.us or 803-734-2469.

English 2 Curriculum Resource

Because the English 1 curriculum resource has been so well received, the ELA team and Dr. Allen have begun work on an English 2 curriculum resource.

Currently seven pilot districts are working with Dr. Allen to create four English 2 modules this year. Four more modules will be created the following year, for a total of eight English 2 curriculum resource modules.

The first four modules will be unveiled the week of June 13, 2005, in Columbia.

The presentation of these four modules will be somewhat different than the two-day sessions used for English 1. The English 2 modules will be presented as a strand of Dr. Allen's *It's Never Too Late Institute*. Participants will attend the morning and afternoon keynotes, one session of the institute each morning, and then one session on the English 2 curriculum resource each afternoon.

The *It's Never Too Late Institute* will be held at Airport High School in West Columbia. Registration information will be available in March.

The institute is open to all South Carolina teachers, with English 2 teachers attending a separate strand of afternoon sessions specifically for English 2. The institute is offered free of charge to those in the English 2 strand; teachers attending the entire *It's Never Too Late Institute* will pay a reduced fee of \$100.

If you have any questions about the English 1 follow up dates or the English 2 curriculum resource, please contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us.

Registration information for the follow up sessions is at the end of this newsletter. If you have registration questions, please e-mail Judy Redman at jredman@comporium.net.

SCIRA and SCMSA Gather in Myrtle Beach

SCIRA

The South Carolina International Reading Association conference, *Literacy, Language, and All That Jazz*, is at the Myrtle Beach Radisson February 17-19, 2005.

This year's conference provides teachers with expert keynotes at general sessions, luncheons with featured authors, and break out sessions for all interests. In addition, the State Department of Education will sponsor a preconference institute with Teri Lesesne, author of *Making the Match: The Right Book for the Right Reader at the Right Time*. Teri is back in South Carolina by popular demand after she presented at an ELA Best Practice Seminar.

Coleen Salley, author of *Epossumondas*, will be the keynote speaker Thursday evening. The conference continues Friday morning with Richard Allington, author of *What Really Matters for Struggling Readers*. On Friday, participants also have a choice of having lunch with Lester Laminack and Chris Soentpiet or Amy Axelrod, Sneed Collard, and Margot Raven.

The conference ends Saturday, but it ends on a high note. Jim Trelease, author of *The Read Aloud Handbook*, will speak at the general session. The day will end with a special luncheon honoring South Carolina authors and illustrators.

www.scira.org.

SCMSA

The South Carolina Middle School Conference is your place for all of your staff development needs. Here you will find sessions and strands for every middle school subject area and issue and the opportunity to earn Certification Renewal Credit.

The conference will be held at the Radisson in Myrtle Beach Friday March 4 through Sunday, March 6, 2005.

On Friday, Richard Rothstein will speak to school administrators for a pre-conference session. The State Department of Education is also sponsoring a pre-conference session with Kathi Appelt.

Monty Selby is the keynote speaker for the first general session on Saturday. Monte has been a teacher, assistant principal, principal, and is currently Associate Professor in Teacher Education at Emporia State University. Author Todd Whitaker will be the keynote speaker on Sunday.

For registration information, call 803-356-3727, fax 803-359-1921, or e-mail KHFudge@alltel.net. For more information about the South Carolina Middle School Association, visit their webpage at www.scmsa.org.

For more information, visit SCIRA's webpage at

ELA Best Practice Seminars Continue

Last year's work continues with a series of seminars highlighting best practices in the area of English language arts. These seminars are presented to South Carolina K-12 educators by the English Language Arts Team in the Office of Curriculum and Standards and the South Carolina Council of the International Reading Association (SCIRA).

The next seminar in the series is for all K-12 ELA teachers. Ellen Keene will focus on teaching reading comprehension. This session will be at the Columbian Conference

Center, formerly the Sheraton Hotel on Bush River Road. \$50. Make checks payable to SCIRA.

Each session will begin at 9:30 A.M. and conclude at 3:30 P.M. Lunch is provided.

A registration form for all of the sessions is attached to this newsletter. Please note that you may now register for multiple sessions at one time rather than registering prior to each session. Also, if you register for more than one session, you may also send one check to cover the registrations. The registration fee for each session is

Please check your calendars to make sure you will be able to attend before you register. Jim Burke's session for middle and high school teachers is on a Saturday.

If you have questions about the presenter or the topic, contact Cathy Jones at cjones@sde.state.sc.us or 803-734-0790.

If you have any questions about your registration, contact Judy Redman at

Date	Presenter	Audience	Topic
March 1, 2005	Ellin Keene	All	The Intricacies of the Mind: Teaching Reading Comprehension
April 7, 2005	Janet Allen	Middle/High	Testing Best Practice: Planning for Results!
April 25, 2005	Harvey Daniels	Elementary	Literature Circles—Beyond the Basics
April 26, 2005	Harvey Daniels	Middle/High	Content Area Reading—Strategies, Interaction, and Skills
May 14, 2005	Jim Burke	Middle/High	Reading Reminders—Tools, Tips, and Techniques

SDE Offers Workshop on New SAT

In anticipation of the new SAT, to be given for the first time in March 2005, the Office of Curriculum and Standards at the State Department of Education, in conjunction with College Board, is offering a workshop on the new SAT preparation topics. This workshop will help teachers understand the new SAT and prepare the students for the test and college success.

This workshop will be offered on two separate dates to accommodate the large number of educators that responded to the inquiry e-mail. The remaining date for this workshop is February 15, 2005. There is no registration fee, but registration is limited to 200 participants at each session. This session will be held at the Columbia Conference Center off Fernandina Road in the Irmo area.

The workshop will begin promptly at 9:00 A.M. Registration will open at 8:15 A.M. Coffee will be provided, as well as lunch. The session will end at 4:00 P.M.

Representatives from the College Board in Atlanta will conduct the session. Following is an overview of the session.

New SAT Session Overview

The morning will provide teachers with models and lesson plans focused on strengthening students' argumentative writing skills. The ability to write an effective argument is an essential skill for college success. This workshop helps teachers to impart to students the tools necessary to compose argumentative prose.

In this workshop, educators will learn

- Strategies for developing argumentative writing skills
- How to assess argumentative writing using the new SAT scoring guide
- How to provide instructional activities that teach students to recognize the components of argumentative writing and to

reproduce those components in their writing

The afternoon session will allow the teachers to practice with the holistic scoring rubric. Teachers will learn

- How to use the holistic scoring to assess writing
- Sound strategies to assist student writers, including insights into national writing tests
- To design authentic assessment tools for their individual classrooms, schools, and districts
- About the roles of effective writing prompts in student success and in valid assessment

Teachers will receive a guide to the new SAT, activities that can be used immediately in the classroom, and the new SAT scoring guide.

For information about this offering, please contact LaVerne Rodgers at 803-734-3131 or lroddgers@sde.state.sc.us. A registration form is attached to this newsletter. Please refer all registration questions to Judy Redman at jredman@comporium.net.

School-Based SAT Preparation Workshop

This workshop is offered directly through the College Board. This workshop provides the tools and materials teachers need to design school-based SAT sessions that reinforce academic skills while preparing students for the SAT and the demands of college-level work.

This workshop is February 21, 2005, at the Adam's Mark Hotel in downtown Columbia. This session is \$135 for College Board members and \$160 for non-members.

To register, go to <http://www.collegeboard.com/newsat/hs/rediness/prof.html>.

HSAP Info Blitzes State

The Office of Assessment is conducting informational sessions on the new High School Assessment Program (HSAP).

During these one-day sessions, attendees will receive general information about the HSAP testing program and test format, as well as content-specific information for the two components of the test: English language arts and mathematics.

General testing information

10:00 A.M. to 12:00 P.M.

Lunch (on your own)

12:00 P.M. to 1:00 P.M.

Concurrent sessions

English language arts

Mathematics

1:00 P.M. to 3:00 P.M.

Registration is based on a first-come, first-registered basis. The same information will be presented at each session. Schools may send two representatives: one English and one math. One representative at the district level may also register. Registrations will be confirmed via e-mail.

The next session is February 21, 2005, at Gilbert High School, and there will be two sessions in March: March 17 in the Charleston area and March 18 at Dorman High School in Spartanburg.

To register for a session, complete the attached registration form and fax it to Tammy Randolph in the Office of Assessment at 803-734-8019.

Free Books From Bruce

Bruce Larkin, the author of over 400 children's books, has generously offered to donate to every kindergarten and first grade child in the United States a supply of his books to call their own.

The Literacy Empowerment Foundation, a 501 (c)3 nonprofit organization, will distribute books through the Books from Bruce Program. Free books are available to educators to give to their students at www.LEFbooks.org. Books are free. Educators only pay shipping and handling.

To get an order form for these free books, go to <http://LEFbooks.org>.

Opportunities for Students—And Teachers

Young Writers Conference

The Young Writers Conference will be held on March 5, 2005, at Ballentine Elementary in Lexington/Richland School District Five.

This is a unique opportunity for elementary, middle, and high school students to work with published authors on the craft of writing.

Quite a few authors are confirmed for all grade levels for this conference.

Anthony Fredericks—elementary and middle school

Susan Campbell Bartoletti—elementary, middle, and high school

Kathi Appelt—elementary, middle, and high school

Larry Dane Brimner—elementary, middle, and high school

Ruth Chappell—elementary and middle school

Charles R. Smith—elementary, middle, and high school

Each district is allowed to send students

based on district enrollment.

If you have any questions regarding the Young Writers Conference, contact Caroline Savage at csavage@sde.state.sc.us or 803-734-4770.

Columbia Museum of Art Exhibition

The Columbia Museum of Art will open the exhibition, *Victorian Visions*, on Friday, February 11, which will run until April 10, 2005. The Pre-Raphaelite Brotherhood, established in 1848 during the Victorian era (1837-1901), was an association of young British painters that wanted to establish an art combining truthful naturalism with moral enlightenment. The Pre-Raphaelites took their subject matter from literature, particularly the works of Shakespeare, Boccaccio, the Bible, and the Romantic poets like Keats, Tennyson, and Browning, as well as British history and legends.

Along with the exhibition are many related programs that are available to educators and students. The museum invites you to take advantage of the exhibition and the

added programming to enhance the instruction in your classroom.

Tours and registration for the exhibition and programs can be scheduled by calling Leslie Pierce at 803-343-2208 or by e-mail at leslie@columbiamuseum.org. A complete list of programs and activities is available at www.columbiamuseum.org.

School Bus Safety Speech Contest

The South Carolina State Department of Education, Office of Transportation, invites all South Carolina students in grades 9-12 to participate in the Annual State and National School Bus Safety Speech Contest.

This contest provides students with an opportunity to develop speech and presentation skills and home research skills. The speech may focus on any aspect of school bus safety.

For more information, contact John Dozier at 803-734-8254 or jdozier@sde.state.sc.us.

Workshop Opportunities for Educators

Upstate Writing Project

Internationally known author, poet, and educational consultant, Georgia Heard, will be the featured speaker at the Upstate Writing Project Spring Conference, Saturday, March 19, 2005, at the University Center in Greenville.

Ms. Heard will discuss practical writing problems like writer's block and how to quiet the critics in every writer's head. She will also help writers and teachers of writing learn how to more skillfully use observation and past experiences as writing source material.

Registration is \$50 and includes a box lunch. Participants will earn Professional Development certificates. **For more information or to register on-line, go to www.clemson.edu/uwp.**

Kathi Appelt at SCMSA

The State Department of Education will sponsor a preconference session on March 4 at the South Carolina Middle School Association Conference at the Myrtle Beach Convention Center. Kathi Appelt will conduct a writer's workshop based around her

book, *Poems from Homeroom: A Writer's Place to Start*. She is the author of over 30 books for children and young adults.

The session is from 9:30 A.M. to 2:30 P.M. and costs \$50. Lunch and a copy of *Poems from Homeroom* will be provided. **You can register for the session at www.scmssa.org.**

SCIRA Literacy Workshops # 2 and #3

SCIRA is conducting a series of literacy workshops for teachers. The second in the series features Kathi Appelt. This session is *Tapping into Your Writing Self*.

This session will be held at Center for Arts, in Rock Hill, South Carolina, on March 7, 2005. Registration begins at 5:30 P.M., and the session will start at 6:00 P.M. and conclude at 8:00 P.M. A wine and cheese reception will follow the presentation.

The third seminar in the series brings Shelley Harwayne to South Carolina. Shelley's session is titled *Lifting the Quality of Student Writing: Rethinking the Reading/Writing Connection*.

This seminar will be in the Riverview Room at The Citadel in Charleston on Saturday, March 19, 2005. Registration begins at 8:30 A.M. with a continental breakfast and the session will start at 9:00 A.M. and conclude at 12:30 P.M.

For more information, contact Jackie Chumley at jchumley@rock-hill.k12.sc.us

FMU Center of Excellence

Francis Marion was awarded a five year grant that established a Center of Excellence to Prepare Teachers of Children of Poverty. The grant includes a component that supports staff development and in-service training for teachers in the region.

The first session is presented by Dr. Richard Allington. This session will be Thursday, February 17, 2005, 3:30 P.M. to 5:00 P.M. in the McNair Auditorium at FMU.

For more information, contact the Center of Excellence at 843-669-3391, ext. 28 or e-mail COE@fmarion.edu.

Grants Writing Training Sessions and Available Grants

SC Teaching Scholarship Grants

The SC Teaching Scholarship Grants program is ready to accept applications.

This program is coordinated by the Commission on Higher Education and is supported from the proceeds of the SC Education Lottery. Included in the distribution of Lottery funding, the SC General Assembly allocated \$2 million to be awarded in annual grants of \$1000 for South Carolina teachers who are continuing their education to enhance teaching skills in core discipline areas. The website is <http://www.che400.states.sc.us/AcademicAffairs/SCTSPProgram.htm>.

For a copy of the press release, go to <http://www.che400.state.sc.us/AcademicAffairs/SCTS/PressRelease.pdf>.

For more information, please contact the Commission on Higher Education's Division of Academic Affairs and Licensing at 803-737-2260.

Early Reading First

The U.S. Department of Education released the fiscal year 2005 Early Reading First application December 8, 2004.

Early Reading First, part of the President's

"Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success.

The electronic pre-application deadline is February 7, 2005, and those invited to submit full applications must submit an electronic application by May 2, 2005. Both deadlines are 4:30 P.M.

The Early Reading First application package is available electronically at <http://www.ed.gov/programs/earlyreading/applicant.html>. The grant announcement is also posted to the Grants Office page at www.myschools.com.

For more information regarding Early Reading First, contact Becky Haynes at Rbecca.Haynes@ed.gov or 202-260-0968 or Eric McGhee at Eric.McGhee@ed.gov or 202-205-8736.

Grant Writing Workshop Series

This 15-hour series, open only to public K-12 school and district personnel and SDE staff, covers a range of grant-related topics, from seeking grant announcements to identifying potential funders and preparing a complete, effective grant proposal.

Dr. Gail Widner, director of the Grants Office at SDE, will conduct the series. The cost is \$75 per participant. Registration and payment must be received in the Grants Office by 5:00 P.M. on Wednesday, February 9, 2005. Late registration is available for \$85 if seats are available.

The series will be February 23-25, 2005, at the SCETV Telecommunications Center Conference Room on George Rogers Boulevard in Columbia. Each day will begin at 9:00 A.M. and end at 4:00 P.M. Participants will have 90 minutes for lunch on their own.

Participants will earn one recertification/renewal credit hour by attending all parts of each session and taking both the pre-test and the post-test.

For more information, call 803-734-5810 or e-mail grants@sde.state.sc.us

NCTE's Commission on Media Prepares Media Literacy Plans

The National Council of Teachers of English's Commission on Media is preparing a proposal for a publication that would offer a range of practical lesson plans for middle and high school teachers to integrate media literacy skills into existing English/language arts curricula.

The text will be organized around lesson plans focusing on the analysis of photography, advertising, television, film, journalism, audio texts, graphic texts, internet sites as well as the production of media texts.

These lesson plans will be connected by introductory material that defines the concepts of media literacy and the emergence of media literacy as an essential language arts skill in a media saturated, technology rich world.

The editors of the text are especially seeking submission from practicing classroom teachers, emerging scholars, media special-

ists, and filmmakers who have not yet published articles in periodicals or similar texts.

Lesson plans would be written in a narrative manner (200-2500 words) formatted in the following manner:

- contextual narrative of course and school demographics
- rationale and objectives
- materials/pre-activity preparation
- time frame
- description of activity
- assessment
- connections to "typical" ELA units, texts, or activities.

Proposals should present the nature of the lesson plan, how it would fit the publication's agenda, and a brief narrative of where you teach as well as how this lesson fits into an existing course or curriculum in 75-100 words. Also provide a descriptive

title for the lesson plans.

In the top left hand corner of your proposal, include your name, institutional affiliation, current position/occupation, mailing address, and e-mail address.

Send a hard copy of the lesson plan postmarked by March 15, 2005, to Mary T. Christel, Stevenson High School, 1 Stevenson Drive, Lincolnshire, Illinois 60069.

Also send an electronic version formatted as an MS Word document to sullivan@nl.edu.

All contributors will be notified by May 15, 2005 about the status of their proposal and the timeline for submitting a proposal to NCTE's publishing department, receiving feedback from the review committee, and setting deadlines for submission of developed lesson plans.

Middle Grades Coach Proves Everyone is a Writer

*This piece was written by Lisa Carpenter, a middle grades literacy coach. Lisa has never thought of herself as a writer, but her feelings changed as she listened to a read aloud from **The Dot**. Lisa listened and wrote as space was provided for her to learn and grow. In the story, the little girl clearly doesn't see herself as an artist. Hers is a struggle to create, but she does finally, painfully, draw a dot. The teacher frames this piece after asking the student to sign her work. It was that moment of ownership with which Lisa made a connection. That link is something Lisa experienced first hand.*

For me, writing has always been like pulling weeds. Both activities epitomized for me old-fashioned hard work that would find me with a furrowed-brow, aching back, and a when-will-this-ever-end attitude. My teacher and my mother had a lot in common as they would stand: one pointing at a flat white sheet of paper that I was supposed to fill with words about my summer vacation and the other pointing at a vast, overgrown, sun-parched piece of land that was to empty of unwanted weeds. I can still feel a sigh escape me as I recall their words, "What I want you to do is...."

"No, no," I'd think, "don't say it." But they would. Each activity held a promise for others, but not for me.

I recognized writing as the enemy even in elementary school where handwriting was graded. It stood in a separate column and always kept me from having all A's on my report card because I was never able to make my hand produce the soldier-straight, perfectly-squared letters that my first grade teacher expected, or those beautiful, curvaceous letters that my third grade friends took such pride in allowing to gallop across the page. My writing al-

ways looked like something a wild animal might produce after being handed a pencil for the first time. Writing for me meant endless hours of recopying.

The years ahead brought no relief. Writing in middle school and high school was a task assigned almost exclusively by English teachers and meant writing one short story after another. Although I was an avid reader, reading and writing were firmly sequestered and confined each to its own space so writing was no less the enemy.

My opinion of writing has stayed the same these years. It's only recently that I've noticed that this enemy of mine is changing.

On the first day of class as an SCRI learner, we were asked to keep a writer's notebook, and, because I was grade conscious, of course, I did just that. What has emerged, however, from that expectation has been miraculous. The room to grow as a thinker and as a writer was created. After reading Ralph Fletcher's *Breathing In, Breathing Out*, his words long remained in my thoughts. I realized that I had permission to make my writer's notebook anything I wanted it to be. I thought his words would evaporate and the dread of having to write would replace the peacefulness I was beginning to feel about writing my words my way, but that didn't happen. The instructors were respectful of our writer's notebooks; they never collected or graded them. When we conferenced about the writing in the notebook, they never even held or looked in the notebook. I think this freedom to write without fear of being judged helped me to write. Finally I wasn't thinking about writing for others; I was just writing for myself.

My writer's notebook has become something that truly is an extension of me, of my thinking. The gap from thinking to writing no longer feels gaping and wide. Instead it's a place where my connections are held, not solidly in oatmeal-colored concrete as I had imagined; rather, it's a place for me to play with my thinking. I dig around into my own wonderings, and I color, code, sketch, and embolden what I love. It's a place to be amazed and intrigued and happy as I play with words and phrases that I like because of the way they look or sound or feel. My hand reaches out for my writer's notebook even as I watch my favorite television show. This is the kind of writing that I call my own. I didn't know I was writing. Now I know.

My philosophy has changed; I, too, feel the need to write. Just as now I love planting and repotting and watching as my own flowers grow, I see myself loving the writing that now is part of me. My garden and my writing are now uniquely and happily my own!

As certainly as there are genres for reading and purposes for reading, there are reasons to write. I have begun to honor writing to learn; this type of writing is important to me. I love writing to think through something, to expand, to crystallize, to know what I know. Writing to learn empowers me and allows me to move from simply recording what I've heard, read, think, or have discussed to analyzing, synthesizing, and finally assimilating it into something that I own. It is then a part of me.

Honoring this writing has made me say in a voice I hardly recognize as my own, "I am a writer."

In the MIDDLE of a Good Book

Drive-By
By Lynne Ewing

Okay, okay...*Drive-By* by Lynne Ewing is one of those books I wanted to read, but just never seemed to get around to it—until now. I heard from teachers and literacy coaches about all of the wonderful teaching experiences they have had using this text with students. In fact, one of our literacy coaches used the book last week with a class of challenging middle school students. Most of these students are reluctant readers and are often discipline problems. *Drive-By* hooked them after the first chapter, and they couldn't wait until the literacy coach returned each day to finish the book. Lines like, "Jimmy always told me there two types of gang bangers: those who were dead and those who were going

to die. Joining a gang didn't make sense to Jimmy," hook readers from the beginning.

Drive-By is a fast-paced novel filled with lots of action and characters that students can readily identify. The chapters are short and lend themselves to making predictions about what might happen next. This high-interest novel is great to use with reluctant readers.

If you have any questions about middle school ELA or if you would like to suggest a title for review, please contact Caroline Savage at csavage@sde.state.sc.us or 803-734-4770.

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English
Language Arts Team

Literacy Links volume IV

The Office of Curriculum and Standards provides statewide leadership and services to schools and districts to ensure the implementation of grade-level standards-based instruction for all students.

We accomplish this by:

- developing and revising academic standards and expanding support materials;
- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction

State Department of Education Events

FEBRUARY

10-11 Revised Bloom's Academy,
TBA, Columbia

10-12 SC Music Educators' Association Staff Development Conference, Civic Center, Charleston

15 New SAT Professional Development, Columbia

17-19 SC International Reading Association Conference, Convention Center, Myrtle Beach

18-19 SC Teachers of Foreign Language Conference, Sheraton, Columbia

MARCH

2-4 SC Association of School Librarians, Annual Conference, Florence

4 SCASA Middle School Principals Annual Conference, Convention Center, Myrtle Beach

4-6 SC Middle School Association Annual Conference, Convention Center, Myrtle Beach

10-11 Revised Bloom's Academy, TBA, Columbia

18 Social Studies Coordinator's Meeting, TBA, Columbia

Registration Form

2004-05 English Language Arts Best Practice Seminars

Instructions: To register for any of these seminars, please complete the form on the next page and mail it and a **check made payable to SCIRA for \$50.00 for each session for which you are registering** to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. Payment is due with registration. No purchase orders will be accepted. Participation will be on a first-come with check, first-served basis. A confirmation e-mail will be sent to registrants. Unless you receive a confirmation, do not consider yourself registered.

If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net or fax at 803-329-1952. If you have any questions concerning the seminar, contact Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us.

Please indicate with an "X", beside the REGISTRATION column, the session(s) you wish to attend.

Regis- ter	Session	Date/Presenter	Registration Deadline	Topic
	Session 7	March 1, 2005 Ellin Kene	February 14, 2005	The Intricacies of the Mind: Teaching Reading Comprehension
	Session 8	April 7, 2005 Janet Allen	March 21, 2005	Testing Best Practice: Planning for Results!
	Session 9	April 25, 2005 Harvey Daniels	April 8, 2005	Literature Circles—Beyond the Basics
	Session 10	April 26, 2005 Harvey Daniels	April 8, 2005	Content Area Reading—Strategies, Interaction, and Skills
	Session 11	May 14, 2005	April 25, 2005	Reading Reminders—Tools, Tips, and Techniques

Name _____

Position _____ Grade _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

Home E-mail _____

Registration Form
Framing Best Practice:
English 1 Curriculum and Instruction

Two English I Curriculum Resource Follow Up Days

This professional development is for English 1 teachers and school and district curriculum leaders who attended the initial English 1 two-day session in either June or October.

Instructions: To register for these follow up days, please complete this form and mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731, or fax the form to 803-329-1952. *Please indicate the session(s) you will attend by placing an X in the column beside the date(s) of the session(s) you wish to attend.* A confirmation e-mail will be sent to registrants with directions and details for the institute. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net. If you have any questions concerning the these follow up days, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us.**

Registration	Session	Registration Deadline	Location
	April 5, 2005	March 18, 2005	Columbia Conference

Name _____

Position _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

Home E-mail _____

Registration Form

HSAP Informational Session
February 21, 2005
South Carolina Department of History and Archives

Presented by
Office of Assessment
South Carolina State Department of Education

Instructions: To register, please complete this form and fax it to the attention of Tammy Randolph in the Office of Assessment by Friday, February 11, 2005. The fax number is 803-734-8527. If you have any questions, call Tammy at 803-734-8019 or e-mail her at trandolp@sde.state.sc.us. Remember, you are not registered for this session unless you receive a confirmation e-mail. You will be asked to present your confirmation e-mail the day of the session as your admission ticket.

Name _____

Position _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Registration Form

New SAT Workshop

February 15, 2005

This professional development is for high school English teachers who work with SAT preparation. Registration is limited to a maximum of two teachers per high school and one district administrator per district.

Instructions: To register for one of these sessions, please complete this form and mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731, or fax the form to 803-329-1952. *Please indicate the session you will attend by placing an X in the column beside the date of the session you wish to attend.* A confirmation e-mail will be sent to registrants with directions and details for the day. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net. If you have any questions concerning the session, contact LaVerne Rodgers at 803-734-3131 or lrogers@sde.state.sc.us.**

Registration	Session	Registration Deadline	Location
	February 15, 2005	February 4, 2005	Columbia Conference

Name _____

Position _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

Home E-mail _____